

Kentucky Department of Education  
Science Adoption 2008-2014

Provided by the Publisher

ISBN - <b>9780030431333</b>		Publisher - <b>Holt, Rinehart and Winston, a division of Harcourt, Inc.</b>	
<b>Holt Earth Science Student Edition and Interactive Online Edition with Live Ink Online Reading Help (contract length subscription)</b>			
Type - P2	Author - Mead A. Allison, Arthur T. DeGaetano, Jay M Pasachoff		
Copyright - 2008	Edition - 2008	Readability - 9.7 with Technical Words/8.6 without technical words	
Course - Earth/ Space Science and Unifying Concepts		Grade(s) - 9, 10, 11, 12	
Teacher Edition ISBN if applicable		9780030995279	

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**Overall Recommendation:**

☒ **Recommended as Basal**

**Overall Strengths, Weaknesses, Comments:**

The print and online materials are very comprehensive for a high school earth/space science class. There were no glaring weaknesses upon review. The text is well structured and teacher friendly.

**CRITERIA**

This basal resource ...

**A. Encompasses KY Content Standards & Grade Level Expectations**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

**1) Includes the 7 Big Ideas of science to the following extent:**

- |   |   |
|---|---|
| a) Structure and Transformation of Matter | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| b) Motion and Forces                      | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| c) The Earth and the Universe             | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| d) Unity and Diversity                    | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| e) Biological Change                      | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| f) Energy Transformation                  | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| g) Interdependence                        | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |

**2) Addresses content-specific enduring understandings from the related Program of Studies standards.**

☒ Strong ☐ Moderate ☐ Little ☐ N/A

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3) **Addresses content-specific skills and concepts from the related Program of Studies standards.** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

4) **Content addressed is current, relevant and non-trivial** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

5) **Provides opportunities for critical thinking/reasoning** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

6) **Strengths, Weaknesses, Comments:**

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

The introduction to the teacher edition has pages in the student edition that relate directly to the CCA and POS by standard. Content from the text seems to be of an appropriate level and complexity.

**B. Functionality & Suitability**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

1) **Suitability** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) **Content quality** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) **Connections to Literacy** ☒ Strong ☐ Moderate ☐ Little  
*Note: may apply to either student or teacher editions*

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

4) **Connections to Technology** ☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances

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- Uses technology in the collection and/or manipulation of authentic data

**5) Support for Diverse Learners**

☒ Strong ☐ Moderate ☐ Little

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms

*Note: may apply only to teacher edition*

**6) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Activities are differentiated into Beginner, General, and Advanced. The online component provides a high level of technology integration. It includes the ability to read the text to you; it has self quizzes for student to check their understanding, and interactive applets that provide visualizations for deeper understanding. All teacher resources that would generally be available on a CD are available for download from the website. Provides support for ELL. Online audio files are available in Spanish in addition to English.

**C. Supports Inquiry and Skill Development**

☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

**1) Promotes Inquiry, research and Application of Learning**

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

*Note: may apply to either teacher or student edition*

**2) Skill Development**

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

Inquiry activities are found in the text. The text provides students the opportunity to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.). The text uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills. There are a variety of activities associated with the structure of the text that support learning essential skills and content. These activities are related to concepts discussed in the text

**D. Supports Best Practices of Teaching and Learning**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Engages Students**

☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

*Note: may apply to either teacher or student edition*

**2) Uses Assessment to Inform Instruction**

☒ Strong ☐ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

There is a variety of well thought out assessments that are incorporated throughout each chapter. Assessments contain questions that have a variety of DOK levels. Differentiated learning activities are outlined in the teacher's edition. Real world media is incorporated throughout the text with connections to additional, current information regarding the subject.

**E. Has an Organization/ Format that Supports Learning and Teaching**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Organizational Quality**

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

**2) Essential Components (beyond student and teacher text)**

☒ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The organization of the text is logical and sequenced in an acceptable manner. The format of the text is consistent from chapter to chapter. The associated online resources help eliminate learner barriers by providing resources for those with disabilities and to non/limited english speaking students.

**F. Has available Ancillary/ Gratis Materials**

*Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*

☐ Strong Evidence  
☐ Moderate Evidence  
☒ Little or No Evidence

**1) Ancillary/Gratis Materials**

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

**2) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

No ancillary/gratis materials were available for review.